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Junior college transfer students enrolled at the University of Missouri in the fall of 1967 and also at the time of the study (1968) were asked to express their perceived needs in eight areas of student personnel services and to rate the adequacy of the University in meeting these needs. A random sample of 45 men and 45 women from the University residence halls answered a 40-item questionnaire on (1) admissions and orientation, (2) counseling, (3) curriculum and referral, (4) financial aid and employment, (5) housing and food service, (6) health service, (7) student activities, and (8) discipline and conduct. Both men and women wanted the most help with admissions and orientation, and the least with counseling. The men's and women's needs differed for admissions and orientation, student activities, and discipline and conduct. Most students rated the services as adequate, although some were uncertain about the availability of such services as information on student discipline and conduct. In general, the study showed that faculty advisors were unsatisfactory, students were unaware of certain services, and the orientation programs were unsatisfactory insofar as the transfers and freshmen were grouped together. (HH)

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JUNIOR COLLEGE TRANSFER STUDENTS' NEEDS AND EVALUATIONS OF STUDENT PERSONNEL SERVICES

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Junior colleges are increasing at a rapid rate and more junior college students are transferring to four-year institutions to complete the baccalaureate degree. A national study of the transfer student was conducted by Knoell and Medsker (1965). Among the results of the study was the indication that many of the transfer students were dissatisfied with certain student personnel services on the four year campus. Faculty advisors were rated as unsatisfactory, students were unaware of counseling services, and orientation programs were found to be unsuccessful because the transfer students were grouped with the freshmen.

Student personnel services constitute an important part of the total educative process and are designed to aid in the development of the student as a whole person in a democratic society. In order to fulfill this role, democratic experiences must be provided both within the classroom and in out-of-class activities. Learning values need to be incorporated both in the co-curricular and the curricular programs.

As junior college transfer students become more prominent in four year colleges and universities, the need to help the student reach his personal goals becomes evident. Generally, the student transfers with junior standing, but, because he is new to the campus, he is unfamiliar with many of the services that are designed to help him. Periodic evaluations of the total student personnel program are needed to deter-

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mine the needs of the students and how well these needs are being met. One way to accomplish this is to ask the students.

Shigley (1958) obtained the opinions of students and faculty on the four year campus and found the student personnel services to be inadequate. Through the use of questionnaires, interviews, and inventory-survey methods, Beckers (1960) and Yatros (1966) learned that students' needs were not being met by the student personnel services at the colleges they studied. Glennan (1965) studied the perceptions of the functions of the college guidance services and found that the underclassmen perceived all of the services more favorably than the upperclassmen, administrators, or faculty groups. Studies regarding the evaluation of student personnel services based on the personal needs of junior college transfer students have not been reported in the literature.

This study concerned itself with the following questions:

1. What kinds of perceived needs for student personnel services are expressed by junior college transfer students?
2. Do female students' perceived needs for student personnel services differ from male students' perceived needs for these services?
3. Do male and female students report that student personnel services are adequately meeting their needs?

Method

Head residents of each residence hall at the University of Missouri, Columbia campus, identified all junior college transfer students living in the units who were enrolled during the fall semester of 1967. A

random sample of 50 women and 50 men was selected from a parent population of 116 female and 68 male students. A letter explaining the study was given to each subject by the resident advisors who assisted in administering the Student Personnel Needs Inventory. Of the 100 students, 45 women and 45 men participated in the study for a 90 percent return.

The inventory was originally designed by Yatros (1966) and minor revisions were made to accommodate the present study. The inventory consisted of 40 items pertaining to the following eight areas of student personnel services: (a) admissions and orientation, (b) counseling, (c) curriculum and referral, (d) financial aids and student employment, (e) housing and food service, (f) health service, (g) student activities, and (h) discipline and conduct.

In response category 1, students expressed their personal basic needs for each of the 40 statements by indicating "yes", "no", or "?" if they were unsure. In response category 2, students rated each service on a 5-choice scale: below average; average; above average; no (meaning the service was not available); and "?" (indicating doubt as to the availability of the service).

The percentages of each response were computed and reported under the eight areas of student personnel services. A z test of significance between two independent proportions was applied to ascertain whether a significant difference at the .05 level existed between the perceived needs for student personnel services expressed by males and those expressed by females.

Findings

Total percentages of students' responses indicating a need for each

of the eight services are shown in Table 1.

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Insert Table 1 about here
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More needs were expressed by both groups for admissions and orientation and fewer needs were expressed for counseling services than for any other areas of student personnel services. Only three areas showed significant differences between the perceived needs of women for the services and those expressed by the men. These were: admissions and orientation, student activities, and discipline and conduct.

Transfer students living in the residence halls did not express a strong need for financial aids and employment. Personal data obtained from both groups showed that only six men and twelve women held part-time jobs.

Table 2 indicates the students' judgments about the adequacy of the student personnel services in meeting their needs. The "no" and "?" responses were combined into the "unavailable or uncertain" column of the table.

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Insert Table 2 about here
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The same 40 statements assigned to response category 1 (needs) were also assigned to response category 2 (ratings). Students made a judgment about the adequacy and availability of the services whether or not they reported a personal need for them. From an analysis of Table 2 the results may be summarized as follows:

1. Students rated the greatest number of items on the Student Personnel Needs Inventory as average or below. Exceptions to

this can be noted in regard to statements 13, 14, 18, and 33, which were rated above average.

2. As indicated by their "no" and "uncertain" responses on a large number of the items, students tended to question the availability of services in the areas of student discipline and conduct, counseling, financial aids, and housing.
3. The availability of services for student discipline and conduct was questioned by both groups more than any other area.
4. On more than half of the 40 statements, the men rated the services higher than did the women.

Discussion

Results of this study supplemented the findings of Knoell and Medsker (1965) in that the junior college transfer students at the University of Missouri, Columbia campus, reported that many of the student personnel services had not adequately met their needs. A large percentage of students were dissatisfied with orientation programs, academic advising, and procedures concerning student conduct. Of greater significance was the indication that many students were unaware of many of the student personnel services.

Men and women students were not always in agreement concerning their ratings of the student services. In regard to statement 34, adequate information about campus rules and regulations, twice as many men as women reported that the university was doing an above average job. In regard to student activities, the female group expressed stronger need for the services but rated them more critically than did the male group.

The most striking findings of this study were the relatively low expressed needs for counseling services and for financial aids and employment. In comparing their needs with their ratings of these two areas, many students were unaware that certain services were available to them. Statements 7, 19, 21, 24, and 32 bear this out. More research is needed to ascertain if these findings are characteristic of the junior college students, as a whole, who transfer to the University of Missouri. The results are contrary to those reported by Knoell and Medsker (1965) in which a strong need was shown for these services. Financial problems were rated as most serious by the largest percentage of students in the 1965 study. Part of the reason for the difference in the results may lie in the recent expansion of financial aids programs.

Space was allowed in the inventory for specific or general comments from the students on all statements. Fifty-one percent of the women and 33 percent of the men expressed opinions. More comments were made about admissions and orientation, curriculum and referral or tutorial assistance than about any other areas. In general, the students expressed concern regarding the need for more interested faculty advisors who were familiar with their specific transfer problems. They also emphasized their needs for assistance in choosing a major and/or courses and in receiving more meaningful information about the University of Missouri before their transfer.

Two limitations to this study were: (a) In completing the inventory it was assumed that students read each statement with the same degree of understanding and that they were honest in their responses. These variables were controlled to some extent by having the students complete the inventory on an individual basis under the supervision of the

resident advisor in each dormitory. (b) The sample represented only those junior college transfer students living in on-campus University supervised residence halls. Before generalizations beyond the dormitory group could be made, a survey of the perceived needs for and ratings of student personnel services involving transfer students living in other types of housing would be necessary.

Implications of this study indicate that: (a) the University must communicate more adequately the availability of student personnel services to the transfer students living in the residence halls through discussion groups, panel presentations, and other programming techniques; (b) special transfer student orientation programs should be planned; and (c) instruction concerning the rights and responsibilities as they relate to student behavior and conduct should be given to the transfer student.

Summary

Junior college transfer students who had been enrolled during the 1967 fall semester and who were currently enrolled at the time of the study were asked to express their perceived needs for eight areas of student personnel services. In addition, these students were requested to rate the adequacy of these services in meeting their needs. A sample of 45 women and 45 men who were housed in University supervised residence halls was chosen for the study.

More needs were expressed by males and females for admissions and orientation and fewer needs were expressed for counseling services than for any other areas of student personnel services. A significant difference was found between the males' and females' perceived needs for three areas of student personnel services; admissions and orienta-

tion, student activities, and discipline and conduct.

A large percentage of students rated the greatest number of items on the Student Personnel Needs Inventory as average. However, of more significance was the lack of visibility of the student personnel services as indicated by the large proportion of responses in the "uncertain or unavailable" category. Students expressed uncertainty regarding the availability of services in the area of student discipline and conduct more than any other service.

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Table 1

Percent of "Yes" Responses Concerning the

Personal Basic Needs for Student Personnel Services

	Admissions and Orientation	Counseling	Curriculum and Referral	Financial Aids and Employment	Health Service	Housing and Food Service	Student Activities	Discipline and Conduct
Female N=45	85*	51	67	52	67	62	76*	71*
Male N=45	69	43	67	51	59	59	64	60

* significant at .05 on "z" test of proportions between independent samples

Table 2

Percent Ratings of Student Personnel Services

by Junior College Transfer Students

Item No.	Item	Below Average	Average	Above Average	Unavailable or Uncertain
	Admissions and orientation				
15	Adequate information about this institution before deciding to attend.	15[a] 22[b]	29 40	29 27	27 11
27	Helping students develop a feeling that they are a part of this institution.	36 33	22 31	4 7	38 29
30	An orientation program to acquaint students with social and cultural aspects of the institution.	29 26	38 29	11 18	22 27
34	Adequate information about campus rules and regulations.	20 11	42 35	20 40	18 14
38	An orientation program to acquaint students with academic aspects of institution.	31 22	47 51	7 4	15 23
	Counseling				
5	Assistance in solving minor emotional problems.	13 20	44 29	18 20	25 31
17	Assistance in deciding what type of occupation a student wants which matches his abilities, interests, etc.	29 16	33 33	16 24	22 27

19	Assistance in helping students learn how best to use their leisure time according to their interests and abilities.	24 31	29 25	5 2	42 42
21	Confidential discussion with a competent professional person about school work or a personal problem.	25 22	22 20	13 16	40 42
32	Assistance in helping students become more self-directing in their actions.	27 24	35 27	2 7	36 42
	Curriculum and referral				
3	Remedial help in reading and/or study habits.	18 29	38 29	6 13	38 29
6	Tutorial and/or remedial help in academic courses such as math, english, science, etc.	18 18	47 42	27 20	8 20
23	Assistance in choosing a college major or courses that match a student's goals, interests and abilities.	33 33	38 29	7 13	22 25
28	Adequate academic facilities desired to meet educational objectives of students.	20 20	55 47	18 29	7 4
31	Adequate academic counseling related to course requirements.	38 47	18 27	13 15	31 11
33	Curriculum that is broad enough to meet educational and vocational objectives of students.	4 4	51 31	33 58	12 7
	Financial aids and student employment				
7	Assistance in planning an adequate budget to meet educational expenses in college	33 22	20 18	2 7	45 53
8	Assistance in determining the best means of financially meeting college expenses.	33 27	33 33	0 7	34 33

11	Assistance from a placement service that will help students find jobs once they have left college.	13 11	38 42	31 33	18 14
12	Assistance in finding useful part-time jobs while attending college on a full-time basis.	22 13	47 53	24 20	7 14
24	Assistance in finding a full-time job that will relate to your educational objectives while attending college on a part-time basis.	18 16	22 33	16 9	44 42
	Health service				
18	Minor medical care and health services at a reasonable cost to students.	16 11	40 36	31 49	13 4
25	Assistance in solving a serious personality problem that demands psychiatric treatment.	18 20	27 18	13 9	42 53
35	Adequate sanitary maintenance of institutional facilities.	15 13	49 36	27 42	9 9
	Housing and food service				
2	Suitable study-room facilities.	22 11	40 42	29 42	9 5
4	Adequate campus housing facilities that aid in intellectual and social growth of students.	18 20	55 53	9 25	18 2
9	Assistance in finding suitable off-campus housing and boarding facilities while in college.	29 20	35 31	7 9	29 40
14	Assistance from R.A.'s and P.A.'s in helping to solve educational and social adjustment problems.	11 15	31 36	42 40	16 9
16	Availability of adequate co-op type of housing units in which students reduce room and board expenses by sharing housework.	24 22	27 31	9 2	40 45

22	Adequate food facilities at a reasonable cost to students available on campus.	22 40	36 31	13 16	29 13
	Student activities				
1	Adequate representation of student concerns through student government.	20 25	67 53	9 13	4 9
10	Availability of an adequate college "hangout" where students can meet in a social and/or intellectual atmosphere.	16 33	33 27	33 31	18 9
13	An adequate program of intramural sports and recreation included in the activities of students.	13 9	47 31	34 58	6 2
20	Outlets for enhancing students' personal and social development outside of their academic interests and achievements.	22 31	45 36	9 13	24 20
37	College facilities that provide adequate space for student activities (for most events) which are school sponsored.	11 18	64 42	16 34	9 6
39	Development of intellectual activities that complement the academic classroom.	29 47	20 16	9 13	42 25
	Discipline and conduct				
26	Disciplinary measures (whenever possible) be directed toward self-improvement rather than prescribed punishment such as suspension from the university.	29 38	38 20	0 2	33 40
29	The individual rather than the group is justly disciplined when such cases of misconduct can be determined.	25 22	22 36	13 7	40 35

36	Students charged with misconduct have the right to request a statement of charges against them and the right to appeal.	31 29	29 22	11 18	29 31
40	Opinions of students are given consideration concerning the policies of conduct and discipline.	36 27	35 29	4 9	25 35

[a]Throughout the table the top number for each item refers to the female population sample.
[b]Throughout the table the bottom number for each item refers to the male population sample.